



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THOMAS DAY SEYMOUR

1848-1907

Professor Seymour's life is an inspiring example of noble service and high achievement. Its controlling impulse was an ardent desire for knowledge that would not be let by any stress of circumstance. Yet his activity, even in a strenuous generation that effected great changes in education, was remarkably varied. He was not only a learned man who spoke with recognized authority, but also an earnest teacher, a wise adviser in college councils, a writer and editor of distinction, and an able administrator of important interests. He combined in his life exceptional classical scholarship with solid services to the cause of education.

Even in his boyhood he was "a great worker with a passion for accuracy." He graduated from Western Reserve College in 1870 as first scholar and was admitted *ad eundem* the same year in Yale. He then went to Germany, where he heard G. Curtius, Ritschl, Overbeck, Lange, Voight, and Lipsius in Leipzig, and Weber, Haupt, E. Curtius, Kirchhoff, and Steinthal in Berlin. In the spring of 1872 he visited Italy and Greece, and in the autumn began his duties as professor of Greek in Western Reserve. In 1880 he was called to Yale.

His father, a Yale man, had been professor of Greek and Latin in Western Reserve for thirty years. The elder Seymour was an excellent classical scholar of unusual general cultivation, whose interest in the ancient and modern classics was literary rather than linguistic. His intellectual habits and tastes deeply impressed the life of his son, who began in the quiet of his father's library of between two and three thousand carefully selected volumes to acquire that remarkable acquaintance with the Greek and Latin authors for which he was famous. All his life he remained an incessant reader of great books.

Professor Seymour was eminent among classical scholars in America for a quarter of a century. His influence as a scholar steadily widened and strengthened, as he grew older, and enhanced the reputation of Yale University as a great seat of learning. His teaching covered a wide range of authors; his method was Socratic. "It is our duty," he once said, "not to make our pupils comfortable but to prick bubbles." He combined unusual capacity for work with unflagging industry. His sense of obligation was keen and he never spared himself. He rigorously tested the claims of new truth, but this wise caution was not the conservatism of ignorance.

He belonged to the finer and gentler type of scholars, and happily was not "a good fighter," although he never shirked a duty. And thus it was that all men loved him—for his candor, his modesty, his consideration, his unselfishness, his unswerving devotion to truth.

J. W. W.
